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AUTHOR Dixon, Barbara; Lahe, Lillian
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ABSTRACT

This resource book examines the need for educators in Canada to recognize the importance of implementing personal and global future studies, problem solving, and creative processes within the school curriculum and to provide a theoretical base of ideas and procedures for practicums application in the classroom. The book includes samples of student writings to demonstrate the application of learning activities. In recognition of the holistic nature of the learner, the text presents both cognitive and affective strategies and approaches which will enable students to examine both personal and global futures. When equipped with appropriate knowledge and processes for present and future use, learners rather than students will be created. These individuals will be equipped to approach the unknown future as informed problem solvers and active participants, valuing higher level thinking and in-depth studies. The volume is organized into eight chapters: (1) an Introduction; (2) Why Futures Study? (3) Personal Futures: Journal Writing; (4) Global Futures; (5) Forecasting Tools; (6) Multiple Processes; (7) Beyond the Walls of the Classroom (geared to administrators); and (8) a Conclusion. Three appendixes include models and strategies in the text, journal entries, and responses to the process. (LL)

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